



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

500 East Rancho Road, Payson, AZ 85541

Payson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Will Dunman
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.pusd.k12.az.us
Phone Number : (928) 474-5882
Fax Number : (928) 472-2045
E-mail : wdunman@pusd.com

Mission

Unite students, parents, staff and community to achieve the common purpose of academic excellence.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To strengthen reading and language arts skills through consistent implementation of a structured language arts program, Accelerated Reader and Spalding reading instruction and intervention as measured longitudinally by AIMS.
- ü To strengthen student writing skills through an increased emphasis on writing correctly and staff development on increasing the quality of writing instruction (state Six Point Rubric) as measured longitudinally by AIMS.

Enrollment

October 1, 2005 School Year Student Enrollment : 377
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 36

Instructional Programs

- ü Phonics/Standards Based Instruction
- ü Thoughtful Inclusion--Multiply Handicap.
- ü After School Intervention and Enrichment
- ü Academic Blocks: Title I and Special Ed.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Provide students with a safe environment; strong standards instruction; high expectations for student achievement and behavior; homework and in-class accountability; parent communication; continuous improvement and a positive image in the community.

Parents

Provide the students with a safe and orderly home environment; support school policies; ensure high attendance and being on time; high expectations for student achievement; frequent volunteering and parental participation in their child's education.

Transportation Policy

We provide transportation for all students who live more than one mile from the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Golden Bell Award	1990
ü Arizona Leadership Exemplary School	1998
ü Arizona Science Teacher of the Year	2000

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	197	80010	100	100	99	442	455	447	4	4	10	24	17	18	58	60	53	14	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	92	38935	100	100	99	437	455	447	NA	1	9	29	18	19	61	59	55	11	22	17
Male	46	105	40974	100	100	98	446	455	448	7	6	11	22	15	18	57	62	52	15	17	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	28	34545	NC	97	99	NC	426	432	NC	18	14	NC	32	24	NC	43	53	NC	7	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	64	163	35142	100	100	99	446	461	465	2	1	5	22	13	11	61	63	56	16	22	28
Students with Disabilities	14	36	10161	100	100	93	423	430	419	7	8	28	43	36	28	50	53	36	NA	3	8
Students without Disabilities	60	161	69849	100	100	100	447	460	451	3	2	7	20	12	17	60	62	56	17	23	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	41	95	39029	95	97	98	436	445	432	5	4	14	22	20	25	63	62	52	10	14	9
Non-Economically Disadvantaged	33	102	40981	100	100	100	450	464	462	3	3	6	27	14	13	52	59	54	18	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	188	79438	92	97	98	455	464	451	8	4	9	17	15	24	71	72	56	5	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	89	38775	89	100	99	453	468	457	4	2	7	12	11	22	84	76	58	NA	10	13
Male	41	99	40560	93	94	97	456	461	446	10	6	12	20	18	25	63	68	54	7	8	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	26	34297	NC	90	98	NC	440	434	NC	15	14	NC	27	31	NC	58	50	NC	NA	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	58	156	34887	94	98	98	458	469	471	5	3	4	14	12	15	76	75	63	5	11	18
Students with Disabilities	NC	27	9588	NC	77	88	NC	442	416	NC	15	30	NC	26	32	NC	56	34	NC	4	5
Students without Disabilities	60	161	69850	100	100	100	457	468	456	5	2	7	18	13	23	72	75	59	5	10	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	36	89	38685	84	91	97	448	455	435	8	6	14	17	19	32	72	70	50	3	6	5
Non-Economically Disadvantaged	30	99	40753	100	100	99	463	473	467	7	3	5	17	11	16	70	74	62	7	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	194	79971	100	100	99	407	434	423	7	4	8	66	48	41	27	43	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	92	38974	100	100	99	425	454	437	NA	1	5	54	32	33	46	61	57	NA	7	4
Male	45	102	40895	100	97	98	396	415	410	11	7	10	73	64	47	16	27	41	NA	2	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	28	34481	NC	97	99	NC	425	410	NC	7	10	NC	46	46	NC	43	43	NC	4	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	64	161	35150	100	100	99	409	436	437	6	4	5	64	47	35	30	45	56	NA	4	5
Students with Disabilities	14	34	10258	100	97	94	378	390	377	21	18	23	64	65	51	14	18	25	NA	NA	1
Students without Disabilities	59	160	69713	100	100	100	414	443	429	3	1	5	66	45	39	31	49	52	NA	5	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	41	94	38994	95	96	98	403	423	409	7	5	10	71	54	47	22	38	41	NA	2	1
Non-Economically Disadvantaged	32	100	40977	100	100	100	413	444	437	6	3	5	59	43	34	34	48	56	NA	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	183	80147	94	97	99	503	500	482	2	2	11	9	12	17	57	57	49	33	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	90	39281	95	97	99	497	496	483	5	3	9	11	11	17	58	59	50	26	27	24
Male	27	93	40780	93	98	98	507	503	482	NA	NA	12	7	13	17	56	55	48	37	32	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	NC	24	33494	NC	100	99	NC	487	466	NC	8	15	NC	13	23	NC	63	49	NC	17	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	41	151	36122	93	97	99	503	502	501	2	1	5	10	11	10	54	56	50	34	32	35
Students with Disabilities	NC	25	10295	NC	89	92	NC	459	443	NC	4	33	NC	40	26	NC	52	33	NC	4	8
Students without Disabilities	43	158	69852	96	99	100	503	506	488	2	1	7	9	8	16	56	58	51	33	34	26
Limited English Proficient Students	--	NC	12722	--	NC	97	--	NC	441	--	NC	27	--	NC	33	--	NC	37	--	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	21	96	38371	91	94	97	499	495	465	5	2	15	5	15	23	62	58	49	29	25	13
Non-Economically Disadvantaged	25	87	41776	96	100	100	506	505	498	NA	1	6	12	9	11	52	55	49	36	34	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	185	79686	94	98	98	497	489	470	NA	3	11	7	12	24	87	75	57	7	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	92	39163	100	99	99	507	493	475	NA	1	9	5	12	22	85	77	60	10	10	10
Male	26	93	40438	90	98	97	490	485	465	NA	4	13	8	13	25	88	72	54	4	11	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	NC	23	33299	NC	96	98	NC	484	452	NC	4	17	NC	13	32	NC	78	47	NC	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	41	154	35914	93	99	98	498	491	489	NA	2	5	7	12	15	85	75	67	7	11	14
Students with Disabilities	NC	26	9808	NC	93	87	NC	447	432	NC	8	35	NC	46	32	NC	46	30	NC	NA	3
Students without Disabilities	44	159	69878	98	99	100	497	496	475	NA	2	8	7	7	23	86	79	61	7	12	9
Limited English Proficient Students	--	NC	12594	--	NC	96	--	NC	422	--	NC	34	--	NC	45	--	NC	21	--	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	21	98	38095	91	96	97	501	483	452	NA	3	17	NA	15	32	95	72	48	5	9	3
Non-Economically Disadvantaged	25	87	41591	96	100	99	494	496	486	NA	2	6	12	9	16	80	77	65	8	11	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	186	80372	98	99	99	490	488	475	NA	1	4	23	25	30	77	71	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	91	39452	100	98	99	497	501	488	NA	NA	3	10	14	22	90	82	72	NA	3	3
Male	28	95	40836	97	100	98	485	476	464	NA	2	6	32	35	37	68	60	56	NA	3	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	NC	23	33608	NC	96	99	NC	479	462	NC	NA	6	NC	26	36	NC	70	57	NC	4	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	43	156	36213	98	100	99	489	489	489	NA	1	2	23	24	22	77	71	72	NA	3	3
Students with Disabilities	NC	26	10526	NC	93	94	NC	450	427	NC	NA	15	NC	65	53	NC	35	31	NC	NA	1
Students without Disabilities	45	160	69846	100	100	100	491	494	482	NA	1	3	20	18	26	80	77	69	NA	4	2
Limited English Proficient Students	--	NC	12747	--	NC	97	--	NC	432	--	NC	12	--	NC	52	--	NC	36	--	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	22	98	38521	96	96	98	488	478	461	NA	2	6	23	29	38	77	67	55	NA	2	1
Non-Economically Disadvantaged	26	88	41851	100	100	100	491	501	489	NA	NA	3	23	20	22	77	75	72	NA	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	223	79306	100	100	99	514	518	504	5	4	13	8	13	20	73	60	49	14	23	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	99	38845	96	98	99	519	524	505	NA	NA	11	4	13	20	75	60	50	21	27	18
Male	39	121	40383	100	100	98	511	515	504	8	7	14	10	12	19	72	60	47	10	20	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	16	36	32673	100	100	99	516	511	487	NA	3	18	6	17	25	75	58	46	19	22	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	11	4034	NC	100	97	NC	511	479	NC	NA	22	NC	18	29	NC	55	43	NC	27	7
White	46	172	36234	100	100	99	514	521	523	7	4	6	7	12	13	76	61	52	11	23	28
Students with Disabilities	NC	24	10286	NC	100	91	NC	465	462	NC	17	41	NC	63	27	NC	21	27	NC	NA	5
Students without Disabilities	57	199	69020	100	100	100	517	524	510	2	3	9	5	8	18	77	64	52	16	26	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	34	109	37437	97	97	97	503	504	486	3	6	19	12	19	26	79	61	46	6	14	9
Non-Economically Disadvantaged	30	114	41869	100	100	100	528	532	521	7	3	7	3	8	14	67	58	51	23	32	27

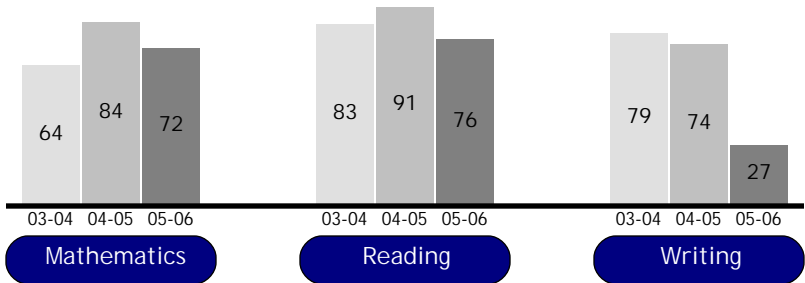
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	221	79000	97	100	98	512	507	489	2	2	10	11	13	24	76	76	58	11	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	100	38774	96	99	99	521	513	494	NA	1	7	4	8	22	79	79	61	17	12	10
Male	37	118	40150	95	98	98	507	502	485	3	3	12	16	17	25	73	73	55	8	7	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	16	37	32508	100	100	98	497	490	472	NA	5	15	25	16	33	69	73	49	6	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	91	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	44	170	36135	96	100	98	516	512	508	2	2	4	7	11	14	80	78	67	11	10	15
Students with Disabilities	NC	22	9991	NC	96	88	NC	473	449	NC	14	33	NC	45	36	NC	36	29	NC	5	2
Students without Disabilities	57	199	69009	100	100	100	512	510	495	2	1	6	7	10	22	79	80	62	12	10	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	34	109	37234	97	97	97	505	500	472	3	4	15	18	19	33	71	69	50	9	8	3
Non-Economically Disadvantaged	28	112	41766	97	100	99	521	514	505	NA	1	5	4	7	16	82	82	65	14	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	224	79611	100	100	99	513	506	496	2	5	7	40	37	37	57	57	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	101	39016	100	100	99	540	528	511	NA	2	4	16	27	29	80	69	66	4	2	1
Male	39	120	40519	100	99	98	494	489	482	3	7	10	54	45	44	44	48	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	16	36	32855	100	100	99	501	494	481	NA	8	10	56	42	43	44	50	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	91	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	47	173	36380	100	100	99	514	510	511	2	3	4	36	36	30	60	59	65	2	1	1
Students with Disabilities	NC	23	10664	NC	100	94	NC	421	440	NC	22	23	NC	78	54	NC	NA	22	NC	NA	1
Students without Disabilities	57	201	68947	100	100	100	518	514	504	2	3	4	32	32	34	65	64	61	2	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	35	111	37626	100	99	98	510	501	479	NA	6	10	43	37	45	57	56	45	NA	1	0
Non-Economically Disadvantaged	30	113	41985	100	100	100	516	511	511	3	4	4	37	37	30	57	58	65	3	1	1

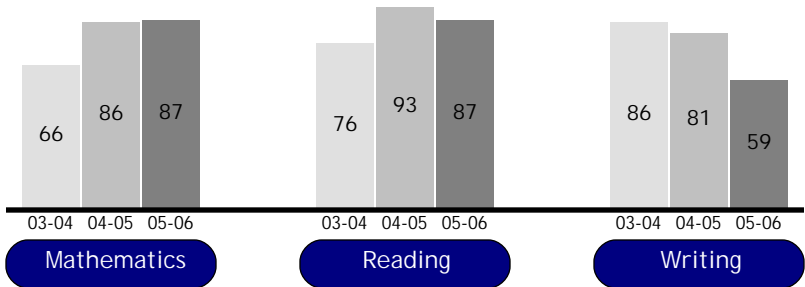
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	71	NA	58	100	58	59	47	89	63	63	46
	Language	100	50	55	50	100	47	55	47	89	52	61	48
	Mathematics	100	56	69	64	100	54	57	50	98	50	61	52
3	Reading	100	67	NA	55	98	59	57	44	90	52	59	46
	Language	100	64	62	61	98	55	56	44	100	46	54	46
	Mathematics	100	62	68	61	98	58	60	51	100	46	58	52
4	Reading	98	72	NA	56	100	59	56	48	96	67	67	52
	Language	100	60	55	52	100	58	57	49	98	70	65	52
	Mathematics	100	68	65	61	100	62	59	53	98	67	67	58
5	Reading	99	68	NA	55	100	69	62	50	92	73	67	56
	Language	99	63	57	49	100	61	56	50	97	67	65	54
	Mathematics	99	74	70	63	100	54	51	49	97	59	59	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Payson Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum
- ü Textbook Input
- ü School Safety Issues
- ü Dispersal of Undesignated Tax Credit \$
- ü School Promotion in the Community
- ü Volunteer Opportunities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	12.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	2	0	0
10 or more years	10	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Large Grass Athletic Field

Extracurricular Activities

- ü Student Council
- ü Computers
- ü Spanish
- ü After School Gifted and Intervention
- ü Ham Radio
- ü Drama
- ü Gardening

Social Services

- ü After School Program
- ü Breakfast Program
- ü Lunch Program
- ü Limited Counseling Services
- ü Parent Liaison

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Payson Elementary school has consistently high AIMS scores in third and fifth grades in reading, math and writing.

- ü Payson Elementary School is providing articulated training for writing instruction for teachers utilizing the six point writing rubric and Step Up to Writing.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school implements Character Counts. We have a veteran staff who perceive themselves as 'on duty' at all times. They command the respect of students and hold them accountable for behavior. A campus resource officer is also available.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Will Dunman	(928) 474-5882
Transportation Policy	Tom Piowarsy	(928) 472-2024
Community Resources	Laurie Lindell	(928) 474-5882
School Nutrition Programs	Joi Nelson	(928) 472-2036
Parent Organization	Will Dunman	(928) 474-5882
Student Health/Nurse	Laurie Lindell	(928) 472-2038

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.